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ABSTRACT

This document is an update of the performance of North Carolina Community Colleges in the year 2002 and it focuses on how despite challenges such as a recession and major layoffs, the community college system has improved the future of North Carolina by creating new programs. These programs include the New and Expanding Industry Training Program, Industrial Training Program, Focused Industrial Training program, Continuing Education Program, Human Resources Development Program, and Work Force Initiative, Training Initiatives Program, and Small Business Center Network. The document describes each program in depth and describes the success of the programs by comparing data from the year 2002 to previous years. The data shows that 96% of companies that used the programs offered at these community colleges rated the colleges as either excellent or very good. The article concludes by describing the current economic and workforce objectives of the North Carolina Community Colleges. Some of these objectives include maintaining/increasing the number of educational and training programs needed to meet the workforce needs of each individual sector as well as the demands of a diverse and underserved population, the needs of the workforce and economy, and workforce needs through occupational extension and small business centers. Contains 17 contacts. (MZ)

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Annual Report 2002

North Carolina Community College System
Economic & Workforce Development

H. Martin Lancaster, President

Annual Report 2002
2001-2002

New & Expanding Industry Training
Workforce Continuing Education ~ Small Business Center Network
Human Resources Development
Focused Industrial Training
Workforce Initiatives ~ Training Initiatives

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ECONOMIC & WORKFORCE DEVELOPMENT

NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM

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Economic & Workforce Development Division

2002 Update

During the year 2002, North Carolina's resilience and tenacity in the face of difficulties has proven to be an important determinate as we adapted to dynamic changes in the structure of the economy and world events. These events affected each of her citizens daily and reinforced the importance of the North Carolina Community College System's mission as it fulfilled its promises to the citizens and businesses of the state. Our community colleges have experienced record enrollments as adults rushed to take advantage of training and education that would provide them more marketable skills and hope for the future.

The mission of the Economic and Workforce Development Division is to support North Carolina's community colleges to provide high quality, accessible training and services that: Enable North Carolinians to acquire knowledge and skills to obtain and maintain prosperous career opportunities and enhance their quality of life, and; provide North Carolina businesses and industries with a world-class workforce and a competitive advantage as a result of their presence in North Carolina.

Dr. Larry Keen, Vice President
Economic & Workforce Development

We experienced the difficulties of recession and the continued restructuring of the industrial bases in the traditional industries of apparel, furniture and tobacco as thousands of our citizens were displaced by layoffs and/or business closures. The realignment of the telecommunications and the information technology industries had a significant impact on the workforce as these industries adapted to the demands of the economy and their respective roles within the overall economy.

Although the challenges have been significant we also enjoyed positive indications that contributed to the future of North Carolina with the expansion of existing firms and the location of new firms within our state's borders. Services, such as the **New and Expanding Industry Training Program** continued to play a critically important role in the expansion and location activities that created new jobs for North Carolina. The **Focused Industrial Training Program** provided targeted opportunities for the incumbent workforce to be retrained to meet the demands of new technologies or procedures required for existing companies to be more competitive and productive.

The **Continuing Education** short-term training opportunities provided adults an opportunity to learn new skills or enhance existing skills that resulted in greater marketability in a dynamic job market. Their willingness to take advantage of the training opportunities will help determine the success North Carolina will experience as the economy improves and significant job creation is realized in a variety of industries that exist today or develop tomorrow.

The **Human Resources Development Program** provided counseling and training assistance to the unemployed people of North Carolina to improve their ability to get a job or continue education to enhance their preparation for greater employment opportunity. The program was reorganized and has modified the slate of training opportunities for this population with more targeted employability skills and exposure to a wider variety of skills that make them more attractive in today's labor market.

Our efforts in the **Workforce Initiatives** arena has strengthened our ongoing collaboration with the JobLink centers and workforce development boards across North Carolina. We have been able to provide a greater degree of service for those who are dislocated and require the training and counseling necessary for an effective transition in a sluggish economic environment.

The **Training Initiatives Program** serves a wide variety of needs and has made the transition to the community college system. Their expertise in a variety of arenas and ability to simultaneously implement services, such as job profiling and job needs assessments, has been applied effectively in job creation and retention. The support from this initiative has resulted in a variety of areas supportive of the skills required for new and emerging industries, small businesses and assessment tools necessary for service to people of all circumstances.

The **Small Business Center Network** provides seminars, workshops and counseling for those aspiring to be the owners and operators of small businesses in North Carolina. This network provides a variety of services that can assist the potential entrepreneur with the planning and ultimate decision to pursue their dreams of business ownership. The network is active and is successful in providing these needed services in a changing economic environment.

The past year saw a number of positive actions take place regarding new and improved curricula that fulfilled the requirements of the business and industry communities we served. One of the most significant was the continued focus on the Biotech and Pharmaceutical Industries in the manufacturing sector. BioWorks, a joint effort between the North Carolina Community College System and the North Carolina Biotech Center, provided over 800 people with training necessary to either enter the industries or for the incumbent workers to enhance their skills and seek greater opportunities within the industries. In concert with the businesses we developed an assessment system that would assess and lead to a certificate recognized by the local industries as the indicator of competence necessary for success in the entry-level manufacturing arena.

The Manufacturing Certification Program initiated in the past received significant modifications in cooperation with both industry and academic reviewers. The final revisions are now being implemented for a new launch in 2003. The coordination and work necessary to meet the needs in each of the areas of metal working, plastics and textiles are in accordance with industry standards and reflect effective collaboration between the community college system and the industries we serve and has served over 900 Level I graduates.

We continue to develop and apply strong relationships with other world-class instructional providers in the service to North Carolina's businesses and citizenry. Our relationship with Kepner-Tregoe, the only one of its type in the nation, provides a variety of training topics to those staff in the manufacturing sector with sophisticated skill sets in a variety of quality and leadership topics necessary for success. In addition, Work Keys, InfoUSA and a variety of others are provided to the local community college staff to enhance their ability to meet the needs for effective evaluation of industries and application of targeted training topics that meet the demands of their local industries.

The division has effectively provided a wide variety of services to a diversified set of organizations and the people who staff them statewide. Unfortunately, some of the resources used in the fulfillment of these services faced the strain of the budget situation in North Carolina. Reductions in funds, such as the Worker Training Trust Fund and HB275 funds, have required a realignment of services in some categories. For example, we had to eliminate

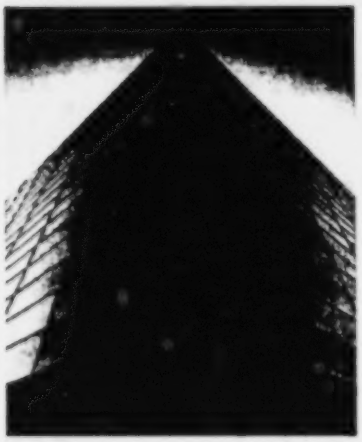
two safety training activities in the eastern and western parts of the state due to a reduction in the funds available to fulfill these needs. The budget circumstances of the state continued to impact the breadth and depth of the services we could anticipate providing in the future and still have a cautionary impact today.

Larry Keen, Vice President
Economic & Workforce Development

Programs

New & Expanding Industry Training

Program Brief



The New and Expanding Industry Training Program (NEIT) was started in 1958 and was the first customized training program to serve the needs of businesses and industries that were creating new jobs. Today, it continues to be a crucial component of North Carolina's economic development efforts, providing training for new and expanding companies in all regions of North Carolina. The program is nationally acclaimed, having been the key factor in the North Carolina Community College System's consistent ranking as one of the best worker-training programs in the nation since the inception of the state rankings by *Expansion Management Magazine* and other publications.

The NEIT program enables North Carolina's community colleges to provide free customized training to new employees of companies creating twelve or more new jobs in a one-year period. Eligible companies are those in manufacturing and technology sectors, as well as telecommunications, warehousing and distribution centers and others. Services are provided to small, medium and large organizations who qualify for the training program.

Each project is customized specifically to the skill requirements for the new employees of each company according to the skills that are required for performance as quickly, effectively and efficiently as possible. The services include job analysis; training needs assessments, pre-employment training, temporary training facilities, training materials in traditional and electronic format, and customization to meet the specific training needs of the company.

Instructional programs offered at the community college feature both the technical skills required on machinery or equipment and the interpersonal skills necessary to perform effectively with other workers in a productive work environment. The programs may be original programs created by the community college or it may be the application of world-class programs recognized by the industry, such as, Kepner-Tregoe, Development Dimensions International or Achieve Global. The NEIT program may fulfill the needs of the company's training requirement by including proprietary training contracted by the colleges or designated company instructors.

Consistent Quality is Important

North Carolina's community colleges are well known for their responsiveness when providing customized training for business and industry. The NEIT program enjoyed a 96% rating by companies as "very good or excellent in meeting their initial expectations." As community based, locally operated programs, community colleges are naturally motivated to assist their service area citizenry to improve their skill levels to serve in the new jobs created by an existing industry expansion or location of a new facility within their respective communities.

The relationships are long-term and enduring. Once the NEIT programs are completed the colleges have established a relationship so they become the source of a variety of training options for the workforce as technologies change, new business processes are implemented and the company continues to prosper. Throughout the process from the establishment of the NEIT program and beyond the colleges provide a mechanism for quality improvements by administering Continuous Improvement Surveys to gauge the success enjoyed in the training and other services provided.

Profiles of Success

One of North Carolina's Most Important Incentives for Job Growth
Economic developers at the state and local levels continuously tout the quality of the NEIT program and the community college system as being North Carolina's greatest incentive for new job creation and expansion. While it is gratifying to hear those remarks we realize we are a part of an overall partnership that requires the best efforts of a wide variety of state and local teams to make job growth a reality.

An example of effective job creation is the expansion of the BSH Home Appliances manufacturing facility in New Bern, North Carolina. The addition of manufacturing lines for washing machines and dryers will create new job opportunities for approximately 1400 new production associates over the next five years and qualifies as one of the largest expansion projects in the Eastern North Carolina in recent years.

During this first phase of the expansion, lasting up to three years, the company intends to add some 750 new employees to the payroll and contribute significantly, as a result, to the region's economy and that of the state. Several new buildings are under construction at the New Bern site and once completed in mid-2003 will house the new manufacturing functions. BSH employees will be among the best compensated in the region for the work they will perform. Ultimately the facility will create a multiplier effect for other businesses within the region to grow or provide business services to the plant and its employees.

The North Carolina Community College System, in conjunction with Craven Community College, will provide funding, expertise and energies to develop and deliver training for nearly all of the new workers hired by BSH, thus, contributing directly to the economic vitality and stability of the region's economy. In addition, other companies are in the

process of receiving the benefits of NEIT and the community college system's resources as additional companies and jobs are to be created in support of the BSH operation.

For example, PrettlNoma Systems, founded in 2000 and a supplier to BSH, is part of PNC Holding GmbH in Neuruppin, Germany. PrettlNoma will in mid-2003 establish a North American headquarters and manufacturing facility in Washington, North Carolina to produce control panels for washing machines, dryers and dishwashers for BSH in New Bern and other locations. PrettlNoma will occupy an existing 51,000 square foot building in Washington and reconstruct it to their specifications and expect to invest significantly for the facility and capital equipment. Over the next three years, they estimate that they will hire 84 new production associates for the Washington plant with the first 30 to be hired, trained and productive by the end of 2003. The company will produce control panels by plastic injection molding and attach, through fully automated systems, the wiring harnesses that will meet specific customer product requirements.

In addition, on February 18, 2003, Weirthwein announced that they will locate a new production facility in the Craven County industrial park and, once completed, this North Carolina facility will produce plastic parts for the new washing machine line manufactured by BSH. The next two-to-three years the company may hire between 60 and 80 production associates in the plant and contribute significantly to local and state economies through their employee base and the stimulation of other economic activities that strengthen the economy of North Carolina.

In each of these examples, a significant element, according to the company officials, was the ability of the community college system to provide a well-trained and productive workforce. These elements, all worked in concert with the local and state officials, made this region of the state the right place for the location of these important corporate citizens. Their presence will contribute to the robust nature of the economy for the region, the state and the people who reside in them.

The successes described above are the result of a joint effort of local and state leaders and company leaders working together for a better North Carolina. Our willingness to collaborate and perform our responsibilities extraordinarily well have contributed to our success in the past and will continue to do so in the future. These efforts will ultimately serve the citizens of North Carolina and the businesses who provide their employment.

New & Expanding Industry Training Annual Summary ~ Fiscal Year 2001-2002

In the face of significant economic setbacks and budget shortfalls throughout the state, the New and Expanding Industry Training program continues to be a vital component of North Carolina's economic development efforts, serving approximately 14,771 trainees and 155 new and expanding companies during 2001-2002. Ninety (90) were expanding companies, while 65 were new companies recruited to the state. From 1988 to 2001, the number of companies served each year by the NEIT program grew by a third and the number of trainees doubled. All program growth during that time period was a result of additional expanding companies being served.

For the 2001-2002 program year, company clients with completed projects gave high marks to the colleges for their program management:

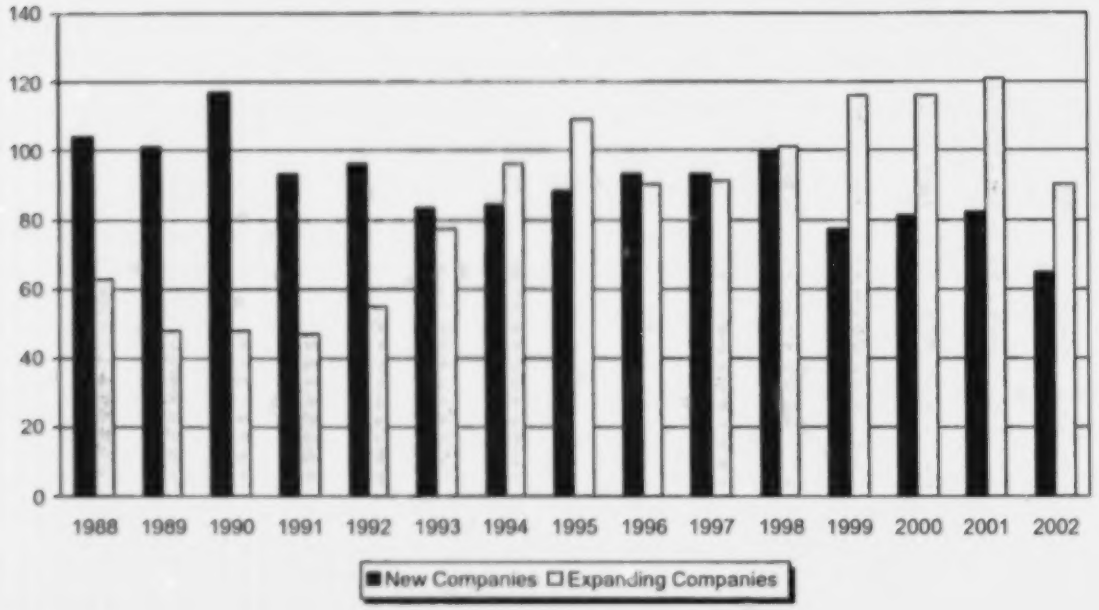
- 96% of companies rated as either excellent or very good, "the extent to which the New and Expanding Industry Training Program met the company's expectations."
- 93% of companies rated as excellent or very good, the "overall impact of the New and Expanding Industry Training Program on the company's operations."
- 93% rated as excellent or very good, the "overall effectiveness of the New and Expanding Industry Training Program in preparing the company's employees for productivity."

The greatest number of trainees in 2001-2002, as well as the greatest amount of program expenditures, ranked highest in the pharmaceutical/medical sector. The largest number of projects ranked highest in the textile/apparel sector, followed by the computers/electronics/ electrical, pharmaceutical/medical, and wood/paper/printing sectors.

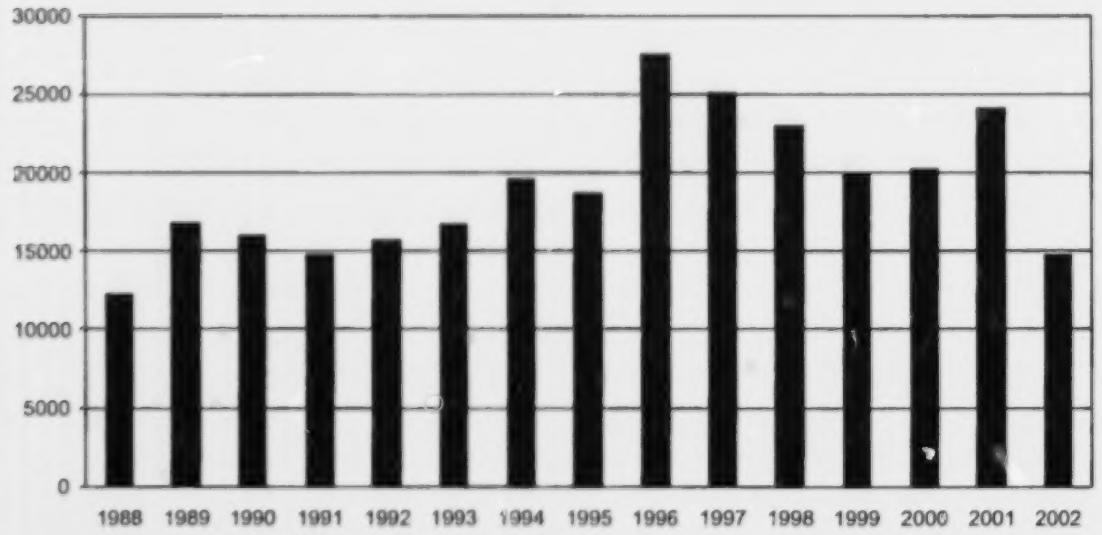
Rural counties were over represented in the number of projects relative to the overall North Carolina population. Sixty-five percent of the active New and Expanding Industry Training projects for the 2001-2002 program year was in North Carolina's 85 rural counties. The number of trainees in rural counties exceeded the number of trainees in urban counties by 32 percent. Program expenditures in rural counties averaged 65 percent and 35 percent in urban counties.

New and Expanding Industry Training Annual Summary cont'd

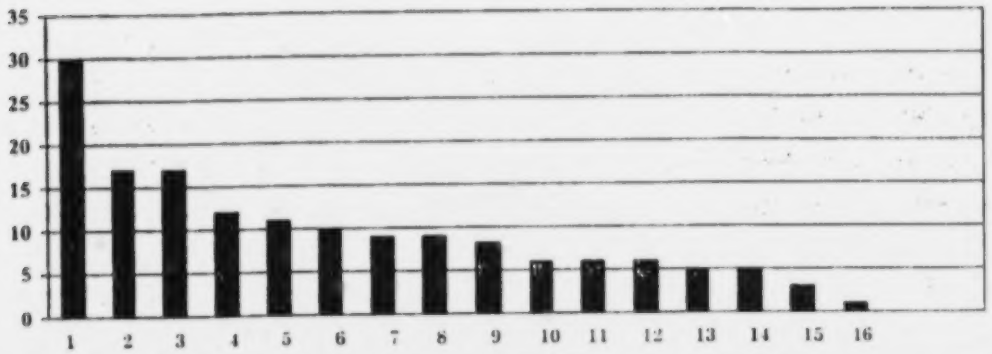
Number of New and Expanding Companies 1988 through 2002



Total Number of Trainees 1988 through 2002

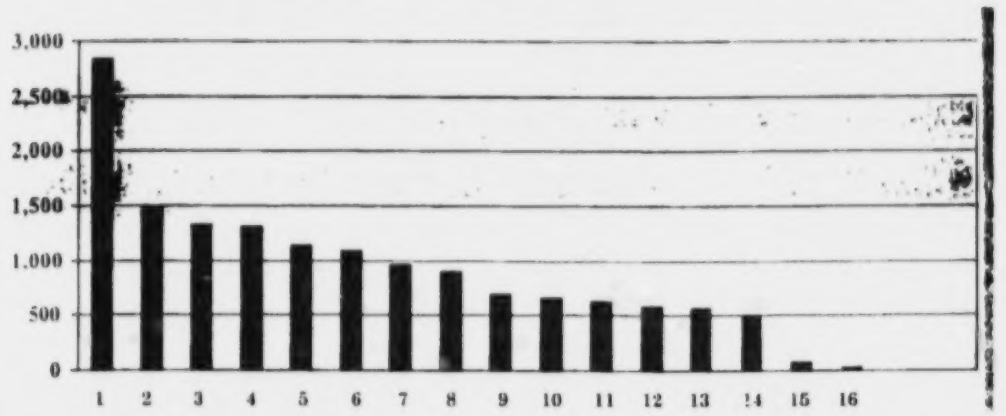


Number of Projects by Industry 2001-2002



1 Textiles/Apparel	7 Machinery	13 Customer Service
2 Computers/Electronics/Electrical	8 Transportation	14 Furniture/Appliances
3 Pharmaceutical/Medical	9 Food/Tobacco	15 Chemical
4 Wood/Paper/Printing	10 Telecommunications/Fiber Optics	16 Manufactured Housing/Bldg. Mat.
5 Plastics/Rubber	11 Warehouse Distribution	
6 Metals	12 Maritime	

Number of Trainees by Industry 2001-2002



1 Pharmaceutical/Medical	7 Computers/Electronics/Electrical	13 Metals
2 Wood/Paper/Printing	8 Machinery	14 Plastics/Rubber
3 Food/Tobacco	9 Customer Service	15 Chemical
4 Telecommunications/Fiber Optics	10 Furniture/Appliances	16 Manufactured Housing/Bldg. Mat.
5 Textiles/Apparel	11 Maritime	
6 Transportation	12 Warehouse Distribution	

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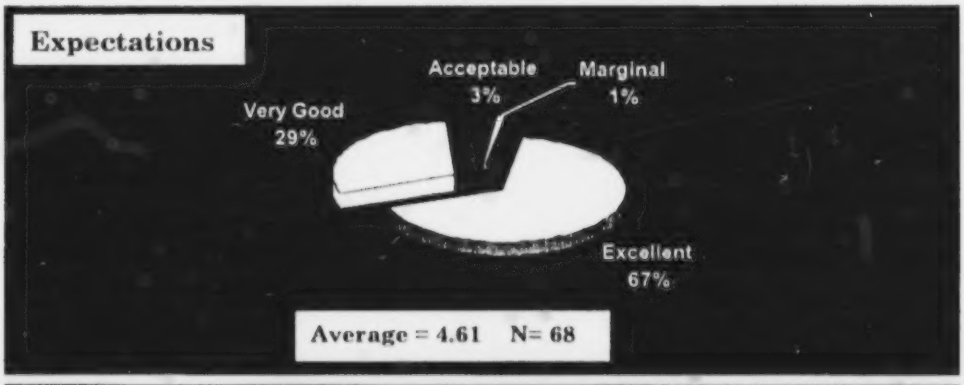
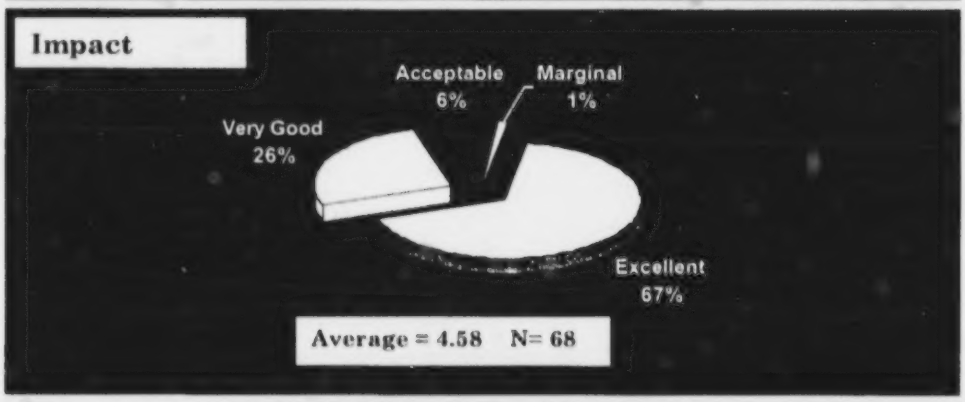
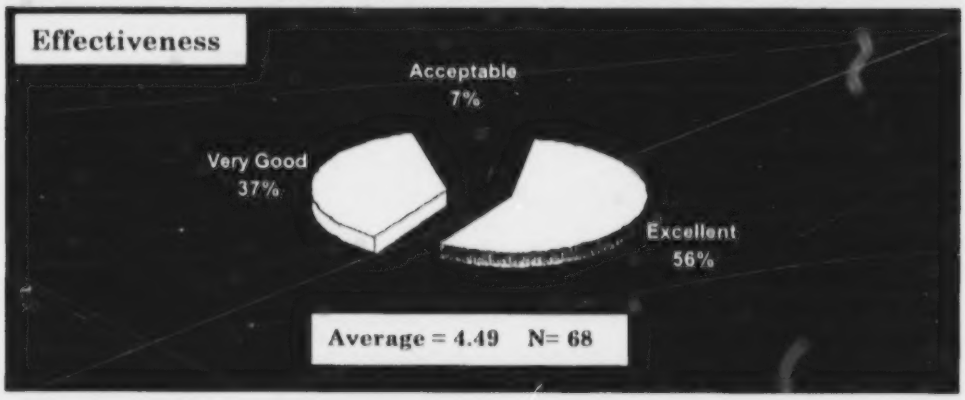
The Rating Scale:
5 = Excellent, no improvement necessary, exceeded highest expectations
4 = Very Good, company needs were met at a highly acceptable level
3 = Acceptable, needs met but some improvement indicated
2 = Marginal, some needs unsatisfied, item needs substantial improvement
1 = Unacceptable, needs generally not satisfied
NA = Not Applicable

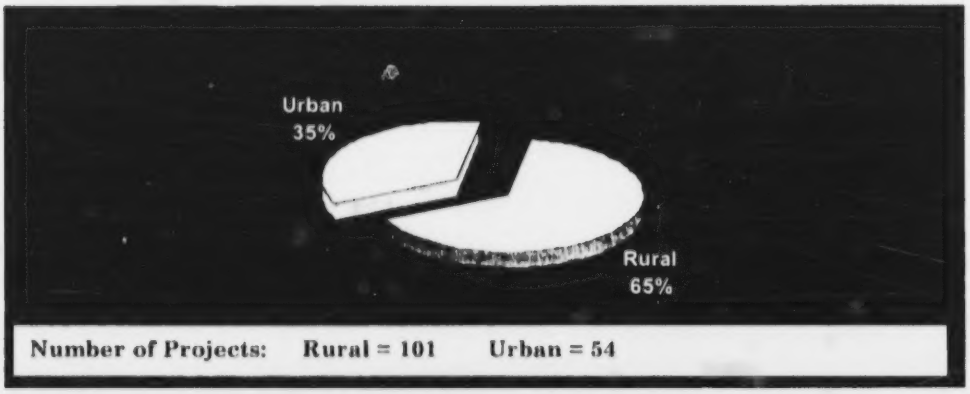




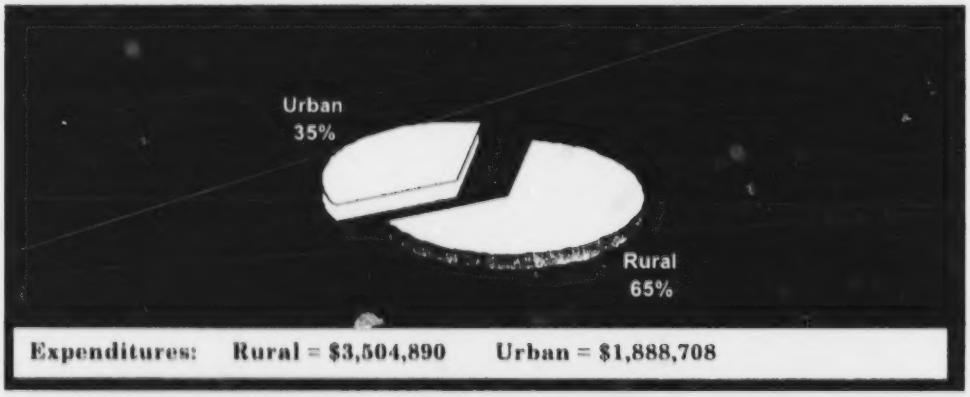


Expectations: Extent to which the NEIT program met the company's expectations
Impact: Overall impact of the NEIT program on the company's operations
Effectiveness: Overall effectiveness of the NEIT program in preparing the company's employees for productivity

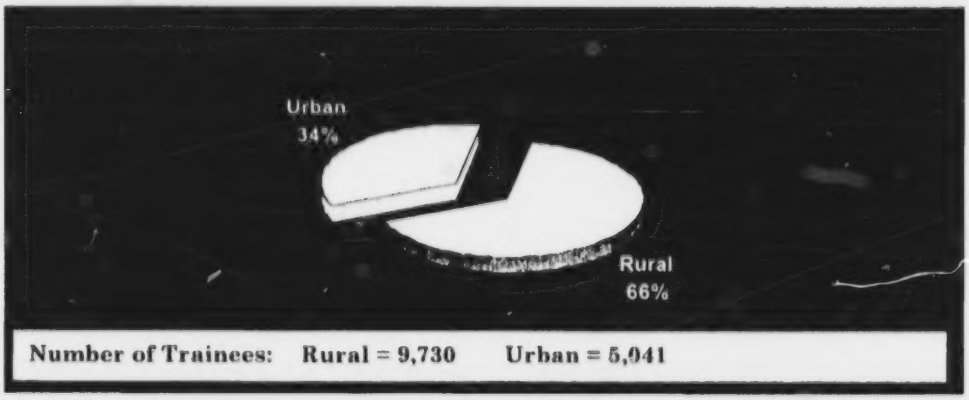
Rural and Urban Counties



Number of Projects: Rural = 101 Urban = 54



Expenditures: Rural = $3,504,890 Urban = $1,888,708



Number of Trainees: Rural = 9,730 Urban = 5,941

Workforce Continuing Education

Program Brief

In North Carolina one strategy for meeting the challenge to provide a skilled workforce is through the community college system's workforce continuing education training programs. These programs are a primary tool for providing skill development opportunities for North Carolina's workforce. Short-term skill training courses are offered at each of the community colleges across the state to train, retrain, and upgrade individuals for current or future job skills.

Flexible / Low-Cost Offerings:
Courses can be offered on demand and customized for specific training needs and are often the first response for meeting critical training needs in communities. Colleges partner with businesses, industry and public/private agencies to develop and implement immediate training to address retraining for dislocated workers, bilingual training for the workplace, and urgent public health-related training. Course fees remain relatively low. The maximum fee for any course is currently $65.

- Short-term occupational training or retraining is available statewide.
- Skill training courses are offered at a low cost of $50 to $65.
- There are over 1300 approved courses - recent course additions include Assessment and Skills Training for Business and Industry, Structured Cabling Systems, Heavy Equipment Operations, and Environmental Response Training.

Client Profile

Students enroll in workforce continuing education courses to develop skills for a job or to improve their skills for their current job. In 2002, 79 percent of students enrolling in a workforce continuing education course were between the ages of 25 and 49; seventy-one percent (71%) were employed full-time; eight percent (8%) were employed part-time; and twenty-one percent (21%) were unemployed.

Community Service Program

Program Brief

The purpose of the Community Service Program (CSP) is to provide lifelong learning for adults to meet customers' needs and interests and contribute to the community's overall cultural, civic and intellectual growth. Community Service Program offerings include non-FTE classes, seminars, workshops, concerts, or other special events. These offerings are funded by the Community Service Block Grant, by money generated from community service classes, or by money generated by self-supporting dollars.

Dr. Dallas Herring, who has been called the "father and intellectual spirit of the (Community College) system," eloquently expressed the original philosophy of the Community Service Program. Dr. Herring stressed the importance of "total education" and the mission of the community college to keep its doors open "to anyone of suitable age who can learn what they teach." He states that "if their needs are for cultural achievement, intellectual growth, or civic understanding, then we will simply make available to them the wisdom of the ages and the enlightenment of our times."

By design, the Community Service Program can serve wide interests of the community. Administrators survey their communities to ensure that they are providing the programs that are needed and utilize end-of-course evaluations to develop new courses where requested. They also have the flexibility to offer courses on days and times and at locations and in formats that will best serve individual student needs. There are many courses provided to senior citizens, a population that continues to grow. Registration fees have been waived for senior citizens 65 years old or older, who register for CSP grant supported courses. Senior citizens participating in self-supporting CSP courses shall be charged a registration fee as other participants. In 2002, 41 percent of CSP enrollees were 65 years old or older.

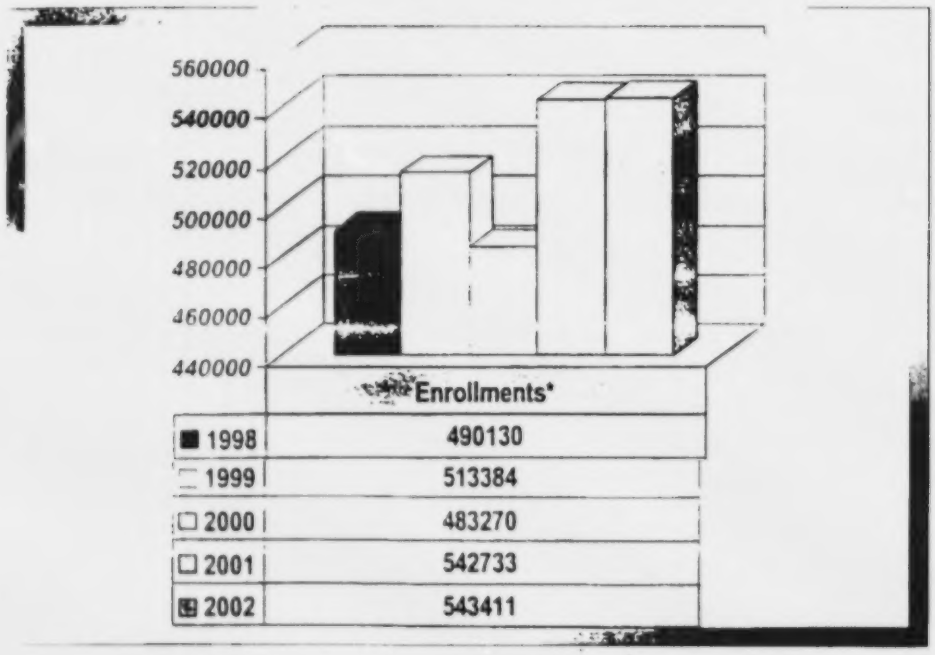
A review of the current Community Service Program is provided through the following program data and highlights of 2002 statewide program offerings (*refer to page 18*). These offerings are representative of the wide variety of Community Service Program classes, workshops, concerts and other special events provided last year.

Workforce Continuing Education Training Demand

College workforce continuing education enrollments reached 543,411 in 2002. Enrollments were clustered predominately in health & safety (25%), public safety (41%) and education, agriculture/natural resources and business/industry skills training (34%). Training included:

- Approximately 46,000 students enrolled in Information Technology-related training.
- The demand for health & safety training reached 136,731.
- Over 200,000 Fire/Rescue, Law Enforcement and Emergency Medical Technicians received certification or recertification training.
- Colleges generated more than 13 million membership hours in workforce continuing education with more than 1.2 million hours in computer science applications, 1.7 million hours in emergency medical services and 1.3 million hours in health & safety occupations.
- Enrollments generated a total of 19,660 FTE.
- Community colleges trained 95 percent of the State's firefighters and more than 80 percent of the State's law enforcement officers.
- More than two-thirds of the workforce continuing education students worked while attending training. The average age for workforce continuing education students was 36.

Enrollments 1998 - 2002 (duplicated headcount)



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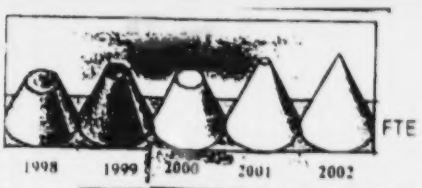
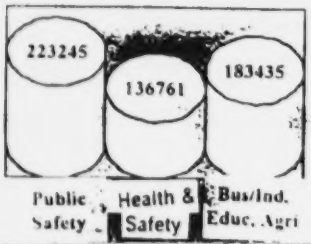
Continuing Education Annual Summary cont'd

FTE 1998 - 2002



	1998	1999	2000	2001	2002
FTE	17535	18271	17921	19088	19660

Enrollment Clusters 2002 (duplicated headcount)



	Public Safety	Health & Safety	Bus/Ind, Educ, Agri
2002	223245	136761	183435

Workforce Continuing Education Trends In Training

Dislocated Workers - Statewide Response

- Community colleges are an integral part of the state/local rapid response team designed to provide transitional information and services for workers who have been laid off. This partnership with the NC Department of Commerce, ESC, and Workforce Development Boards provides an avenue for collaborative efforts to meet urgent lay-off situations.
- Workforce Continuing Education programs at each college offer short-term skills training that can be customized to meet needs of displaced workers. General short-term skill training courses are available across the state in the occupational areas of health, Information Technology, business, manufacturing, management, metal working, plastics, public safety, and construction-related skills. Colleges are working to make sure that displaced workers in their area have access to these training courses/programs.

Workplace Spanish Training

- Colleges have responded to the increasing demand for bilingual training for the workplace with an emphasis on workplace Spanish training for non-Spanish speakers and workplace training in Spanish for Spanish-speaking students. Since 1998 the demand for workplace language training has increased by 63 percent.
- Colleges are offering workplace Spanish training to meet the training demand for workers in a variety of businesses and industries and for emergency workers such as law enforcement, fire and rescue squads and medical emergency agencies.
- For Spanish-speaking students course offerings have included Introduction to Computers/Word, Welding, How to Start a Small Business, Forklift Operator, Basic Supervision, Conflict Resolution, Basic Construction Skills & Carpentry, Automotive Maintenance, and Manufacturing Skills Certification in addition to many other topics.
- For non-Spanish speaking students colleges are offering courses such as Occupational Spanish for Public Service Agencies, Occupational Spanish for Industry, Spanish for Healthcare Providers, and Occupational Spanish for the Workplace (Office Personnel, Bankers, Poultry Workers, Realtors, Educators, Medical Personnel).

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Continuing Education Annual Summary cont'd

Homeland Security First Response Training

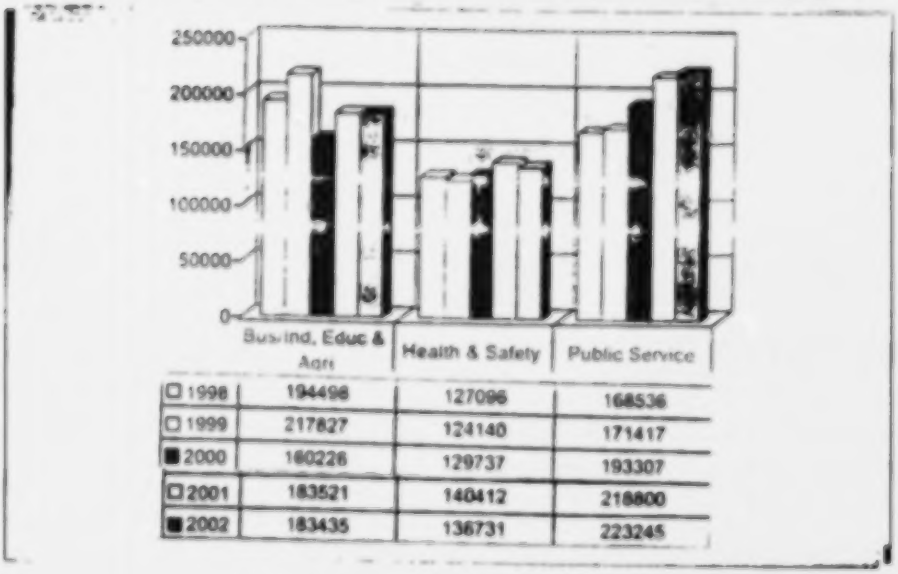
As one of the primary providers of certification and upgrade training for law enforcement, fire/rescue and emergency medical responders, community colleges provide training to approximately 95 percent of those who are the first responders to any mass casualty event in the state. Colleges are offering courses such as the FEMA developed Urban Search and Rescue and Structural Collapse and Recovery training. In addition, local colleges and the System Office are actively involved in partnering with other state agencies to access the training needs for public health workers, first responders, and county and city public service employees.

Initial and Recertification Training

One of the important training roles of community colleges is to assist employees in acquiring or maintaining certifications and re-certifications required for employment. Colleges provided training in over 200 certification or recertification areas in 2002 including:

- Nine community colleges provided On-Board Diagnostic Emissions Inspection Certification training to over 3000 inspectors to meet recent federal and state emissions requirements.
- Approximately 1000 students enrolled in IT-related courses to meet software or hardware certification requirements.
- College General Contractor License training prepared over 2000 students to test for the license.
- Over 13,000 students enrolled in the Certified Nurse Aide training.
- Colleges provided plumbers license renewal training to 1600+ individuals to meet this annual requirement.
- Over 3000 public school teachers met their teacher recertification requirements through training provided at community colleges.
- Colleges trained approximately 3000 electricians and electrical contractors in code and renewal courses to help them meet their training requirements.

Trends in Training Enrollments 1998-2002 (duplicated headcount)



	Busi ind, Educ & Agri	Health & Safety	Public Service
1998	194498	127096	168536
1999	217827	124140	171417
2000	160226	129737	193307
2001	183521	140412	218800
2002	183435	136731	223245

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Continuing Education Annual Summary cont'd

Community Service Program (unduplicated headcount)

		Enrollments By Age				Enrollments by Gender	
Program	Enrollments	55 - 59	60 - 64	65 – 70	70 & Higher	Male	Female
Community Service	22,249	1,670	1,452	2,263	5,876	5,330	16,999
Non-Occupational Self-Supporting	55,767	3,970	2,661	1,853	3,000	25,166	30,738

Community Service Program Course Highlights

ACADEMIC Astronomy, History (NC Pottery, NC History, Local History, Genealogy, Holocaust, Black History Studies), Home Schooling, Math Refresher, Prep for the GRE	ANIMAL HUSBANDRY Dog Obedience; Horse Management, Pet First Aid	COMMUNICATIONS Foreign Languages (Arabic, Chinese, Spanish, French, Italian, German, Japanese, Swahili), Newsletter Development for Your Organization, Sign Language and Interpreting, Writing (Poetry, Fiction, Screen Writing, History)
CONSUMER EDUCATION Automotive Maintenance, Computer Hardware Maintenance, Divorce: Know Your Rights, Financial Strategies for Successful Retirement, Grant-Writing, Hospice Volunteer Training, How to Buy a Home (Pre-Homeownership Training), How to Buy Stocks & Bonds, Investments & Financial Planning, Travel Planning, Wills & Estate Planning	CULTURAL & CIVIC African Cultural Performance, Community Choruses, Concerts (Air Force Band, Caribbean Steel Drum, Symphony, Folk & Bluegrass, Storytellers), Great Decisions Lecture Series, Native American Festivals, Shakespeare Globeworks Performances, Showcase for the Arts, Women's Issues Forum	ECOLOGY Beekeeping, Coastal Ecology, Edible Wild Foods, Landscaping/Gardening, Weather Systems, Wildlife Rehabilitation
FINE ARTS Dance, Music, Theater/Film, Visual Arts (Painting, Drawing, Sculpture, Photography, Pottery)	GENERAL/SPECIAL INTEREST Antiques and Collectibles, Aviation Ground School, Computer Training (Internet, Web Page, Computer Education for Seniors), Foster Parent Training, Personal Development, Senior Leadership	HEALTH & WELLNESS Art Therapy for the Visually Impaired, Aquatic Fitness Program (Arthritis Foundation Aquatic Program), Diabetes Education Program, Fitness (Yoga, Tai Chi Chaun, Aerobics), Heart Healthy Cooking, Herbs, Health & Healing, Hospice Volunteer Training, Independent Living Skills for the Disabled, Natural Alternative Medicines -- An Overview, Nutrition & Social Change, Prepared Childbirth, Stress Reduction
HOME MAINTENANCE Basic Homebuilding & Renovation, Furniture Upholstery, Home Repair and Decoration(Feng Shui, Faux Finishing), Woodworking (Cabinet Making)	SAFETY Domestic Violence, Driving Safety (National Safety Council Driving Safety Course: Defensive Driving, Alive at 25, Child Safety Seat Training), Mediation Training, Motorcycle Rider Course: Riding and Street Skills, Rape Crisis Intervention for Community Awareness and Volunteer Training, Scuba Diving Pre-certification	

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Small Business Center Network (SBCN)

Program Brief

The North Carolina Community College System's Small Business Center Network (SBCN) consists of a Small Business Center (SBC) at each of the state's 58 community colleges. Each SBC provides a wide variety of seminars and workshops, one-on-one counseling, a library of resources and referrals to other sources of help to business owners and operators.

The mission of each SBC is to help the many small businesses within its service area survive, prosper and contribute to the economic well being of the community and the state. This service, supported exclusively with state funds, began in 1984 with the first eight Centers.

Seminars/workshops and courses on the "Basics of Business Operations" include business planning, management, finance, computers/software, communications, taxes, behavioral needs and specialty (technical and targeted market) needs. The SBCN also offers the Export Ready program, which is designed to walk North Carolina companies through the export process, step-by-step, with real life examples and current detailed information. In addition, topics such as OSHA Regulations-training, Government Purchasing and Contract training; and, a myriad of other trendy business topics are provided at low or no cost to the participant.

Core Curriculum
All 58 SBCs offer the Small Business Startup Series at least twice throughout the year. The series includes five basic business topics: How to Start a Business, How to Write a Business Plan, Financing Your Small Business, Marketing and Advertising Your Small Business, and Record-keeping and Taxes.

Export Ready Program
Offered by six of the SBCs in the following cities, Asheville, Charlotte, Kinston, Raleigh, Wilmington and Winston-Salem; the Export Ready program provides a unique opportunity for would-be exporters to get a real taste of doing business outside the United States. Along with Export Ready, the SBCs participate with the North Carolina Department of Commerce, International Trade Division when they take the annual Road Show to various cities across the state.

Minority Outreach

- Seminars targeting the Historically Underutilized Business (HUB) population were offered by the SBCs across the state. HUB includes the minority, women and disabled small business vendor populations. The programs, instructed by NC Department of Administration HUB Division personnel, taught participants how to do business with state government.
- In partnership with NC REAL, Hispanic/Latino instructors were trained to deliver the REAL Business Start-up Series throughout the SBCN involving approximately fifteen SBCs.
- This year, just as last, a number of the SBCs offered the basic three-hour seminar entitled "How to Start a Business" in Spanish.

As a result of the minority outreach efforts, there was a five percent (5%) increase this year in the number of minority contacts with the Centers.

Innovation

Each SBC is innovative in its own way and each addresses a special need of its own unique business community; all the SBCs have client stories to tell. The innovation, special needs and client stories highlighted in this report are taken from the recipients of the 2001-2002 Small Business Center Awards for Excellence.

In today's world, time is a premium; so, to help potential business owners gain better use of their time the SBC at Surry Community College established two 24-contact hour classes: *How to Start and Operate Your Own Home-based Business* and *Basics to Building an On-Line Business*. Both courses were made available for service area individuals on an independent study basis via their home computer.

America's businesses are going home! According to the American Association of Home Businesses, there are more than 24 million home businesses in the U.S. The number of individuals who choose to operate a business from home will continue to grow as computers and internet access help to transform bedrooms, basements and garages into convenient, cost effective work spaces for stay-at-home moms, telecommuters, home office workers and home-based business operators. However, to be successful, many home businesses want and need exposure in their local markets. To that end, Coastal Carolina Community College's SBC joined with local business owners to sponsor two major expositions exclusively for home-based businesses. Home Business Expos were held in October 2001 and April 2002; the latter being a sell-out with more than 80 exhibitors. The SBC provided planning, preparation and financial support to the event. As a special bonus to exhibitors, the SBC offered free attendance to marketing and booth design seminars prior to the event. Exhibitors, who attended the seminars, indicated they gained valuable information that helped them to plan their booths with greater creativity and to plan their offerings for best exposure and cost-savings.

For a number of years the Central Piedmont Community College SBC has been a collaborative partner with the Small Business Resource Center (SBRC) in Charlotte. The SBRC was originally funded by grants from Bank of America and BellSouth and operated by the Small Business Administration (SBA). The SBRC provided print and electronic

information for business research; it was staffed by business people who could answer questions and provide "real world" assistance. This past year, funding for SBRC dried up and space to house the SBRC became an issue.

Not wanting to lose the SBRC, representatives from Central Piedmont Community College SBC, SBA, City of Charlotte and the Public Library of Charlotte Mecklenburg joined forces to find a solution. During the course of a year, the collaborative partners were able to resolve the government policies and procedures that had been major road blocks. Due to the persistence of CPCC/SBC, the Library and the City of Charlotte the problem was finally solved. The Main Library will house the business resource collection; the Service Corp of Retired Executives (SCORE) will provide counseling; and the SBC will provide free business seminars. Thanks to the entrepreneurial spirit and team efforts of the service providers involved, the new Small Business Information Center (SBIC) was a reality.

Client Profile

"*When life gives you lemons, make lemonade.*" That's what two long-time employees of Cross Creek Apparel in Mount Airy did when the textile company closed in June 2001. Wasting no time, Pat Littleton and Amy Heath pooled their business ideas and 20 collective years of experience in the embroidery division, contacted the Surry Community College SBC and enrolled in the free business seminars. Armed with new knowledge, Pat began writing a business plan for use in obtaining start-up financing. Computerized digitizing and embroidery machines aren't cheap; even used ones from their former employer. And, like many would-be entrepreneurs, Pat and Amy soon found that getting a business loan isn't as easy as one might think. At last, a local financial institution made them a business loan; a location was found and renovations were made; supplies were purchased and the very same digitizing and embroidery machines they had used as Cross Creek employees were purchased. On January 14, 2002, Mayberry Embroidery opened for business; and, the first order was completed and shipped the very next day. Today, business is good; while local orders make up the bulk of their business, orders are now beginning to come in from all over the United States. These ladies made the transition from displaced workers to successful entrepreneurs in just a few short months.

Suite 1000. . . . Utilizes the services available through their local Small Business Center. Suite 1000 is an inbound call center specializing in calls that require more than routine attention. Owned by the Mother/Daughter team of Ty and Laurie Leonard, they have a management team of seven and a supervisory staff overseeing three shifts of Customer Service Representatives (CSR). In late 2000 Laurie contacted the Central Piedmont Community College SBC for assistance with several immediate issues: the company needed a strategic plan; they wanted more revenue, but would need more staff to generate the revenue; and finally, they were having difficulty filling the position of Trainer.

Together with Maggi Braun, SBC Director, they devised a plan to conduct a series of four workshops for the management team to develop a strategic plan. At the end of the workshops the company had developed a plan and a list of priorities to remedy their weaknesses in the immediate future. Next, the owners attended "The Great Game of Business" and "Critical

Numbers Workshop" sponsored by the SBC. The first workshop provided an analysis; and, the second identified the critical numbers for Suite 1000 as "cash" which is typical for many small businesses. The next step was to develop a working plan, incentive, time frame and measurements to accomplish their goal. They met all their objectives, which showed them the value of developing and following a plan.

They then developed agendas for monthly, quarterly and annual management team meetings, along with an annual series of strategic planning meetings and monthly staff meetings. Suite 1000 has contracted with the SBC to facilitate all but the monthly staff meetings. Today, the management team has made great strides; they've gained insight and developed workable solutions. The task ahead is to find a way to bring a level of business understanding and financial literacy to the CSR team. When they are ready, the SBC will be there to assist.

Business Community Need

The Surry Community College SBC assisted the Mount Airy Chamber of Commerce in establishing and promoting a support group for potential or existing African-American business owners. This was done to help existing minority business owners increase business volume, and to provide networking/educational opportunities for potential African-American entrepreneurs. This group is now known as the Mount Airy Chamber of Commerce Multi-Cultural Business Council.

The SBC at Coastal Carolina Community College found that providing small business assistance in a military community lends the opportunity to do a variety of programs targeted to the unique needs of existing small business and budding entrepreneurs. Since Jacksonville's economy revolves primarily around Camp Lejeune and the New River Air Station, the small businesses exist solely to support the base and its marines, sailors and their families. Learning about doing business with the government is crucial in order to take advantage of the numerous procurement opportunities that exist aboard the two bases. Also, many marines and sailors having fulfilled their military commitment have the dream of opening their own business and are eager to learn. And finally, Jacksonville is a community of thousands of retired marines eager to understand what programs and services exist to support them in starting and operating a business. The SBC responded to these special needs by sponsoring a special trade show, providing seminars and information sessions and conducting individualized business counseling.

For the third year, the SBC partnered with the Marine Corps Base to sponsor a Federal Credit Card Holder Trade Show. This is a Buyer/Supplier show that targets more than 500 personnel aboard the base who make purchases utilizing the government credit card procurement process. The two-day event attracted over 80 small businesses that showcased their products and services to buyers. The SBC helped market the trade show to local businesses and provided counseling and information to both exhibitors and attendees.

Every marine who exits the Marine Corps participates in a special program called Transition Assistance Planning (TAP). One option of the program is an SBC seminar, "Starting a Small Business"; in 2001-02, 113 individuals participated in six offerings. Additionally, the SBC partnered with the Small Business Administration (SBA) and four other community colleges to offer "Federal Government Contracting Opportunities". And, in an ongoing partnership with

the University of North Carolina – Wilmington's Small Business and Technology Development Center, "How to Do Business with the Government" was offered. Finally, in partnership with the Jacksonville Chamber of Commerce, a special briefing with top leaders at Camp Lejeune explained the intricacies of not just government procurement but specific opportunities to set up businesses at Camp Lejeune.

Central Piedmont Community Colleges SBC Director, Maggi Braun, was appointed to serve on a three member Business Services Committee; formed to provide input to the Charlotte City Council regarding how to better serve the minority business community. The committee identified the barriers to minority-owned businesses as: financial, social and educational capital. Maggi prepared the educational portion of the committee's report by surveying all of the area service providers of educational and business programs targeting businesses – small business in particular. The committee then identified the gaps and the opportunities to strengthen the available offerings.

The committee's work resulted in the City's allocating $1,000,000 toward developing an interim program, Small Business Enterprise (SBE), designed to strengthen the business skills of the small and minority business owner. Thanks to the team spirit of CPCC/SBC another entrepreneurial need is being solved and the SBC will continue working with the City to develop and deliver portions of this educational program for minority- and women-owned businesses.

Small Business Center Network Annual Summary ~ Fiscal Year 2001-2002

Small Business Center Network						
Colleges	**Number of Seminars**	**Number of Seminar Trainees**	**Number of Courses**	**Number of Course Trainees**	**Number of Individuals Counseled**	**Number of Counseling Hours**
Alamance CC	92	667	20	181	313	313
Asheville-Buncombe TCC	70	786	22	400	124	204
Beaufort CC	24	324	9	133	90	205
Bladen CC	22	259	29	328	125	165
Blue Ridge CC	35	1229	251	2377	168	180
Brunswick CC	21	156	10	252	37	68
Caldwell CC & TI	90	1057	0	0	23	29
Cape Fear CC	30	285	253	1232	31	26
Carteret CC	48	803	3	34	89	109
Catawba Valley CC	49	778	0	0	73	643
Central Carolina CC	52	637	90	427	986	1117
Central Piedmont CC	151	3065	0	0	140	418
Cleveland CC	28	571	0	0	68	115
Coastal Carolina CC	58	863	2	41	142	155
College of the Albemarle	131	1754	13	99	127	241
Craven CC	62	1533	0	0	6	21
Davidson County CC	42	477	10	203	91	277
Durham TCC	47	634	12	185	42	61
Edgecombe CC	40	1255	27	309	79	103
Fayetteville TCC	39	704	9	129	15	13
Forsyth TCC	99	2967	55	504	189	193
Gaston College	50	835	0	0	288	243
Guilford TCC	78	3622	67	697	321	508
Halifax CC	57	1218	63	730	73	88
Haywood CC	29	401	1	6	57	74
Isothermal CC	40	461	0	0	251	173
James Sprunt CC	46	730	0	0	28	126
Johnston CC	71	1241	39	522	29	64
Lenoir CC	91	1650	0	0	63	108
Martin CC	17	321	1	21	35	33
Mayland CC	23	185	1	0	44	144
McDowell TCC	52	460	0	0	223	230
Mitchell CC	61	664	31	343	50	329
Montgomery CC	20	284	0	0	22	65
Nash CC	36	533	9	99	32	52

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Small Business Center Network

Colleges	Number of Seminars	Number of Seminar Trainees	Number of Courses	Number of Course Trainees	Number of Individuals Counseled	Number of Counseling Hours
Pamlico CC	27	220	0	0	26	48
Piedmont CC	42	678	95	389	75	112
Pitt CC	23	112	42	481	102	157
Randolph CC	66	708	24	270	43	125
Richmond CC	17	249	0	0	47	54
Roanoke-Chowan CC	35	477	17	103	20	32
Robeson CC	34	727	0	0	20	33
Rockingham CC	39	932	4	88	96	59
Rowan-Cabarrus CC	28	406	23	176	140	212
Sampson CC	47	643	8	72	13	16
Sandhills CC	55	775	1	12	22	24
Southeastern CC	59	873	14	227	137	139
South Piedmont CC	78	319	6	28	67	128
Southwestern CC	44	178	1	21	90	537
Stanly CC	27	423	8	200	37	304
Surry CC	55	1039	23	432	140	85
Tri-County CC	57	300	51	508	128	448
Vance-Granville CC	28	504	46	597	71	77
Wake TCC	161	1796	0	0	3056	986
Wayne CC	41	993	15	196	138	431
Western Piedmont CC	36	376	138	1602	69	46
Wilkes CC	25	283	0	0	27	50
Wilson TCC	30	897	32	561	79	92
TOTALS	2,955	47,317	1,575	15,215	9,117	11,088

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Human Resources Development (HRD)

Program Brief

The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. Its courses address six core components: (1) assessment of an individual's assets and limitations; (2) development of a positive self-concept; (3) development of employability skills; (4) development of communication skills; (5) development of problem-solving skills; and (6) awareness of the impact of information technology in the workplace.

The goals of the program are to enhance and develop participants' employability skills; assist participants in obtaining meaningful employment and/or training opportunities; increase participants' economic self-sufficiency; and reduce participants' dependency on government assistance benefits—welfare, food stamps, and unemployment insurance.

Since its inception, HRD Programs have always been responsive to the changing needs and demographics of individuals seeking workforce development training. This past year the unemployment rate in North Carolina has been as high as 7.0. This has greatly affected the enrollment in HRD. Over the last three years, HRD's enrollment has increased from 29,064 to 46,970 (40%). This increase in numbers is due partly to the increased number of dislocated workers affected by plant closing and layoffs. HRD statistics show that 65 percent of people who enrolled in HRD were unemployed.

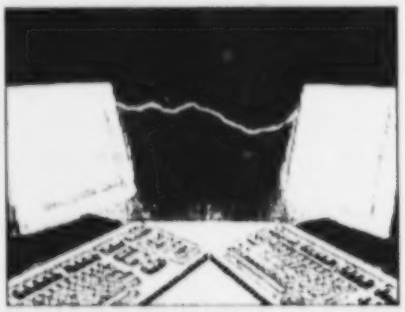
Demographics show that most dislocated workers enrolled in HRD were between the ages of 30-65, had a good work history, and a high school credential. HRD staff reported that these workers needed basic job seeking/keeping skills, guidance to deal with the emotional stress and financial obstacles associated with being unemployed, and additional training to upgrade their academic and technical skills to be competitive in the job market.

In response to the needs of dislocated workers, HRD programs began offering more short-term training classes, usually 4 – 10 hours; in addition to their traditional employability skills courses that are offered from 40 – 96 hours. Course offerings were expanded to include topics such as: "Quick" Job Search Workshops, Surviving a Layoff, Career Assessment and Planning, Overcoming Barriers to Employment, and Computer Literacy for the Workplace. HRD programs continued to link their traditional employability skills training courses with Occupational Extension courses/programs in areas such as Clerical Skills, Customer Service, Health-related Occupations, Construction, and Transportation. Also, there was an increase in the number of HRD programs who established HRD Employability Labs where instruction is designed to be self-directed, self-paced, and structured on an open-entry, open-exit basis to meet the customized needs of individuals.

HRD Programs have always been a key partner in various workforce development initiatives established to meet the needs of dislocated workers. They include participating in Rapid Response Team visits, providing customized employability skills training classes for WIA/Dislocated Worker programs, and collaborating with JobLink Career Centers.

Innovation

Last year, the HRD Program was awarded a $52,000 grant from the Rural Internet Access Authority to implement the HRD Computer Empowerment Project. This project is a statewide initiative to standardize the course content and delivery of Computer Literacy training offered by the HRD Program. The goal of the training is to empower students to use the computer as a resource for accessing information and creating documents, as an effective tool to communicate with others, and as a mechanism for performing personal and work-related tasks.



The focal point of the project is curriculum development. The intent of this project is not to reinvent the wheel, but to customize existing Computer Literacy training materials and resources to make them relevant to unemployed and underemployed individuals who live in North Carolina. For example, a word processing lesson centered on typing and formatting skills might engage the student in typing a cover letter, excerpts from a handout on Tips on Interviewing, or Tips for Managing Stress. An exercise on setting margins, highlighting text, and creating bulleted list may involve the development of a résumé. A lesson on database applications could involve creating a table with names and addresses of employment references or list of their family doctors. Students learning Internet search techniques would use web sites like NCGov, NC Careers, NC Job Bank, or Visit NC. All lesson plans will make a connection between the computer skills taught and real world issues and application. The feedback received from students at the end of the course has been very positive.

In 2001, over 4,600 students completed a Computer Literacy course.

Client Profile

Student Profile

The McDowell Chamber of Commerce honors a former HRD student who overcame tremendous obstacles and setbacks in pursuit of her dream. Lorrieann quit school in the ninth grade. She married at the age of 17 and had three children by the age of 22. When she entered the Welfare-to-Work program, her husband was in prison and she was living with her mother. Finding a job was nearly impossible. She had no transportation and no childcare. Her education level was lacking, and she had no real work experience. According to her caseworker, "Only determination was her drawing card when she came to see me about changing her life as a single mother."

Since beginning a new life in the Welfare-to-Work program, Lorrieann has completed several HRD classes, passed the GED, and obtained a driver's license. In class, she received an award for her attendance, punctuality, positive attitude, motivation, initiative and teamwork. She was awarded a program-donated vehicle for her positive attitude and strong work ethics demonstrated through various work experiences. When interviewed for the local newspaper, Lorrieann stated she viewed the car as a "new beginning for her and her children."

Lorrieann started taking classes and working for McDowell Nursing Center. She completed her studies and passed the Nursing Assistance Certification in January 2002. She now works full-time and hopes to continue her education to achieve her Certified Nursing Assistant II certificate and advance into emergency medical training. She recently secured better housing and purchased her first new car. Lorrieann is a positive role model for others and especially for her children.

Instructor Profile

Mary Beth Ledbetter, HRD Instructor at McDowell Technical Community College (MTCC), was one of the five finalists for the North Carolina Community College System Excellence in Teaching Award. This prestigious award provides recognition for full-time teachers who exemplify the highest standards of instruction and professionalism in the classroom and who consistently demonstrate excellence in service to their colleges and communities. Throughout 12 years of teaching at MTCC, Mary has had the opportunity to assist students of all ages become successful. Her Human Resources Development classes are renowned as confidence builders-based in laughter and joy! The training varies according to need and desire of students – but all are established to assist with employment. This entails helping students find the confidence and skills to pursue their education in a quest for a career. At other times, her interaction helps them obtain employment through the resources at the McDowell County JobLink Center. Throughout her community college experience, Mary has developed an important talent of drawing the most resistant student into class participation. Many students come to her class because they are required. This creates some strong negative attitudes and great hesitancy for those who have not been in a classroom setting for a number of years. With few exceptions, the participants completing this training have expressed appreciation and surprise at how much they learned and enjoyed the class. Mary is truly an excellent instructor. Some recent evaluation comments include:

> *"I came here expecting to be bored to death, but actually found it very interesting - thanks!"*
> *"I haven't been interested in any kind of schooling in a long time, and now from this class I'm thinking of taking more classes."*
> *"Mary Ledbetter is a great teacher! Class is interesting (never boring). Mary makes you feel comfortable about yourself and learning."*

Total Population Served (Duplicated Headcount)

Enrollment Trends	2001-2002 Student Enrollment	46,970
	2000-2001 Student Enrollment	33,381
	1999-2000 Student Enrollment	29,064

Student Profile

		Total Students	Percent Rate
Gender	Female	21,543	58
	Male	15,496	42
Public Assistance Recipients*	Work First Family Assistance (WFFA)	3,667	10
	Foodstamps	5,062	10
	Unemployment Insurance Benefits	1,953	5
	**Figures represent the number of students who received benefits prior to enrollment*		
Employment Status	Unemployed	21,500	65
	Employed	11,579	35

Enrollment by Course Offering

Courses	Enrollment
Employability Skills	19,522
Employability Lab	15,979
Career Planning and Assessment	3,588
Career Readiness/Pathways	1,825
Introduction to Computers	4,622
Employability Motivation and Retention	1,434

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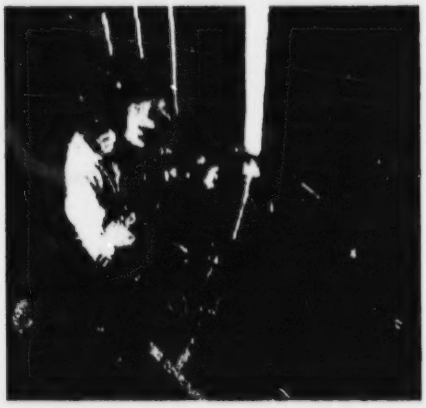
Focused Industrial Training (FIT)

Program Brief



As the State's traditional industries continue updating their operations to take advantage of the rapidly changing and evolving technology, many of them are turning to the North Carolina Community College System for assistance in training workers in skills the new technologies demand. For over 21 years, the Focused Industrial Training (FIT) Program has responded to a wide variety of training needs for a very significant number of the State's businesses and industries.

Traditionally, FIT projects and training programs have been primarily directed toward veteran workers in manufacturing industries who need to renew their skills and technical knowledge; training assistance has been jointly planned by a sponsoring college and the participating industry to assure that the activities are focused on the reality of the identified needs. In fiscal year 2000-2001, the State Board of Community Colleges acted upon a special provision passed by the General Assembly that expanded eligibility for the FIT Program to include industries "involved in the design and programming of computers and telecommunications systems." Therefore, in addition to manufacturing companies that were previously eligible (NAICS Codes 3111 through 3399), the action by the General Assembly and State Board made companies with the North American Industrial Classification codes 5112 and 5415 potentially eligible for some FIT program assistance.

In fiscal year 2001–02, the System had 37 FIT Centers and three Consortiums that were awarded an annual allotment of funds averaging $80,650. Allotments ranging from $5,000 to $17,500 were also distributed to colleges that did not have a designated FIT Center. During the fiscal year, the System Office strives to maintain a small "balance of state" reserve fund that may be allotted for special unmet training needs when a college exhausts all of its regular FIT budget. FIT Centers are staffed with a director who works directly with industry personnel to assess training needs and develop training programs tailored to those needs. The director conducts and analyzes surveys within companies, develops and administers pre- and post-training tests to evaluate skills, determines skill and knowledge content of jobs, organizes that content into a learning sequence, and then jointly plans training that cannot be addressed through other existing occupational programs.

Innovation

The 2000-2001 Economic & Workforce Development Annual Report stated that one of the most exciting accomplishments resulting from utilization of FIT Program resources was the "launching" of the North Carolina Manufacturing Certification Program (MCP). This is a

unique new training program offered by the Economic and Workforce Development Division throughout the System and is designed to provide North Carolinians with enhanced career opportunities in manufacturing and to help the State's business and industry maintain a world-class workforce. It was developed utilizing industry-based skill standards, national certification programs, manufacturing skill surveys, and interview feedback from representatives of leading North Carolina manufacturing companies. The program has garnered the recommendation of the National Association of Manufacturers' Center for Workforce Success, and the North Carolina Citizens for Business and Industry.

The Manufacturing Certification Program consists of both a Level I fundamentals program and Level II industry-specific programs. The Level I: Fundamentals Skills program provides successful completers with a solid base of fundamental manufacturing knowledge, and preparation to further develop industry-specific skills. The Level II: Industry-Specific Skills programs offer participants the opportunity to obtain more advanced skills in specific industry or manufacturing skills disciplines, as well as preparation to obtain industry-recognized skill certifications. Level II programs currently focus on the metals, plastics, textiles, and electronic industries.

It is pleasing to report that the Manufacturing Certification Program initiative is continuing and has achieved very positive results since its introduction. Enrollment has steadily increased and more than 750 individuals have completed the required courses and received certificates of completion. Reports indicate that the program has considerable merit and strong appeal throughout the entire State; enrollment continues to increase.

In order to further achieve meaningful results in 2001-2002 with the Manufacturing Certification Program, four new initiatives were undertaken: (1) updating and revising core curriculum materials—based upon feedback from the instructional staff—to be completed in early 2003; (2) translation of the Level I Program—English to Spanish; (3) completion of the Level II (Industry Specific Skills) programs—Metals, Plastics, and Textiles; and (4) beginning the development of Level II Electronics.

Client Profile

Isothermal Community College, located in a rural section of Western North Carolina, has successfully utilized the Manufacturing Certification Program to help enhance the economic revitalization of the area it serves. Following is a brief narrative received from the college's director of Industry Services, Mr. Thad Harrill.

> *"We initially began offering the North Carolina Manufacturing Certification Program classes at the JobLink Center which is located at our local Employment Security Commission agency. Initially, the classes were quite small and we were relying*

primarily on the JobLink Center to refer candidates. The overall fundamental interest in the course influenced us to promote the program through our local news media. With the high rate of unemployment, people began to recognize this program as an excellent opportunity to improve their skills and distinguish themselves from all other candidates who were looking for jobs. Our class size steadily increased.

The program really accelerated when we had the opportunity to partner with a new industry client and provided the training as a pre-requisite for employment. Other local industries have begun to realize the value and skill enhancements that have occurred within the workforce population.

We are receiving a significant number of inquires now from existing local businesses and industry who are very interested in enrolling incumbent workers in the new Manufacturing Certification Program. One local manufacturer has recently proposed tuition reimbursement for their entire labor force who complete the course work and receive certificates.

The Manufacturing Certification Program has truly become a workforce development catalyst in the economic revitalization of the area."

Focused Industrial Training

Community Colleges Approved For FIT Centers	Number of Companies/ Industries Served	Number of Trainees Served	Number of Classes / Workshops/ Seminars/ Meetings Provided	Number of Instructional Hours Provided
Alamance CC	19	164	29	656
Asheville-Buncombe TCC	18	34	7	53
Beaufort CC	0	0	0	0
Bladen CC	8	35	5	112
Blue Ridge CC	35	451	31	574
Brunswick CC	4	38	7	58
Caldwell CC & TI	27	127	16	521
Cape Fear CC	8	87	9	117
Carteret CC	1	3	3	126
Catawba Valley CC	63	268	37	1,389
Central Carolina CC	6	78	9	276
Central Piedmont CC	24	174	14	155
Cleveland CC	4	61	10	274
Coastal Carolina CC	10	56	11	175
College of the Albemarle	8	45	7	126
Craven CC	5	100	6	247
Davidson County CC	31	317	26	580
Durham TCC	4	280	19	216
Edgecombe CC	14	193	8	93
Fayetteville TCC	4	121	13	408
Forsyth TCC	15	1,320	99	575
Gaston College	12	115	23	2,020
Guilford TCC	21	194	29	1,321
Halifax CC	2	24	2	100
Haywood CC	18	66	19	136
Isothermal CC	11	65	16	284
James Sprunt CC (*Consortium with Sampson CC*)	4	63	13	491
Johnston CC (*Consortium with Wayne CC*)	22	537	10	103
Lenoir CC	46	252	15	433
McDowell TCC	7	340	38	306
Martin CC	1	6	1	122
Mayland CC	2	56	7	58
Mitchell CC	7	105	10	192

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Focused Industrial Training

Community Colleges Approved For FIT Centers	Number of Companies/ Industries Served	Number of Trainees Served	Number of Classes / Workshops/ Seminars/ Meetings Provided	Number of Instructional Hours Provided
Montgomery CC (*Consortium with Stanly CC*)	3	12	4	56
Nash CC	17	158	36	1,011
NC Center for Applied Textile Technology	5	122	8	134
Pamlico CC	0	0	0	0
Piedmont CC	10	62	8	87
Pitt CC	17	183	43	537
Randolph CC	77	475	64	662
Richmond CC	15	236	31	837
Roanoke-Chowan CC	1	2	1	48
Robeson CC	28	115	10	133
Rockingham CC	8	273	36	487
Rowan-Cabarrus CC	11	180	21	364
Sampson CC (*Consortium with James Sprunt CC*)	2	9	5	234
Sandhills CC	4	86	8	169
South Piedmont CC	4	142	11	178
Southeastern CC	2	14	2	74
Southwestern CC	6	41	5	94
Stanly CC (*Consortium with Montgomery CC*)	4	48	5	96
Surry CC	21	777	79	702
Tri-County CC	1	24	3	216
Vance-Granville CC	7	160	28	480
Wake TCC	14	464	31	1,183
Wayne CC (*Consortium with Johnston CC*)	2	46	4	136
Western Piedmont CC	15	137	22	593
Wilkes CC	13	800	76	359
Wilson TCC	6	127	10	168
TOTALS	754	10,485	1,100	21,332

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Focused Industrial Training Annual Summary ~ Fiscal Year 2001-2002 cont'd

Trends

Year	Number of FIT Centers and Consortiums	Number of Companies Served	Number of Trainees	Number of Skills Classes
2001-2002	40	754	10,488	1,100
2000-2001	40	630	13,404	1,519
1999-2000	39	705	12,186	1,196
1998-1999	38	676	14,841	1,178
1997-1998	36	576	8,939	887
1996-1997	36	711	8,943	965

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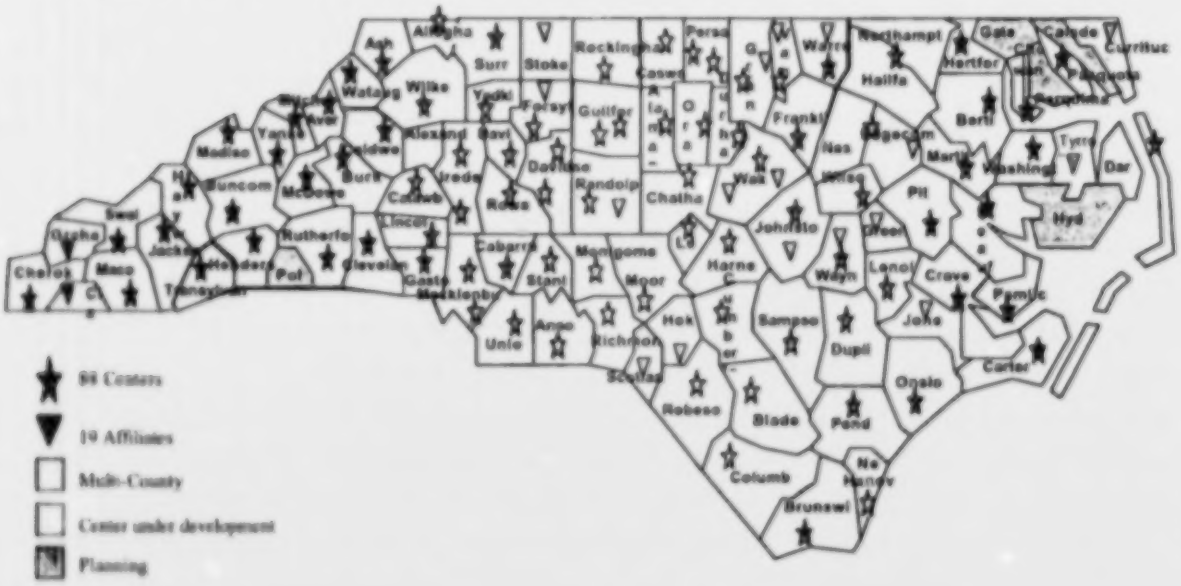
Workforce Initiatives

Program Brief

The Workforce Initiatives Unit within the Economic and Workforce Development Division has the primary responsibility for developing partnerships and workforce policies with other state workforce agencies for the implementation of the Workforce Investment Act of 1998.

The Workforce Investment Act (WIA) was implemented in North Carolina in January 2000. The purpose of WIA is to prepare youth, adults and dislocated workers for employment or further education and training through core, intensive, and training services. The cornerstone of this workforce investment system is "One-Stop" service delivery, which unifies numerous training, education and employment programs into a single, customer-friendly system. The underlying principle of "One-Stop service delivery" is the integration of programs, services and governance structures. In North Carolina, this system is referred to as "JobLink Career Centers." There are 30+ colleges that serve as sites for local JobLink Career Centers.

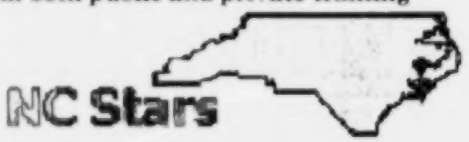


JobLink Career Centers and Affiliate Sites
107 Centers and Affiliates

N.C. Department of Commerce
Commission on Workforce Development
December 3, 2002

Building Partnerships - Accomplishments

NC STARS (North Carolina State Training Accountability and Reporting System)
The Workforce Initiatives Unit has partnered with the North Carolina Employment Security Commission, the North Carolina Department of Commerce, the Division of Employment and Training, and the 24 local workforce development boards to develop the North Carolina State Training Accountability and Reporting System (NC STARS), which is the eligible training provider system for WIA. This electronic database system was designed to capture specific training information from both public and private training providers in North Carolina. Workforce development boards make on-line approval decisions concerning eligibility of the training providers' programs to receive WIA funds for customer training.



The WIA established an Individual Training Account (ITA) system that requires local workforce development boards and the state to certify training providers and programs. The WIA legislation allows qualified individuals to receive an ITA in the form of a voucher that can be used to purchase training in a high-demand occupation from a certified training provider of their choice.

In North Carolina, the responsibilities for operation of the eligible training provider and ITA certification system are shared among three agencies. The Commission on Workforce Development is the state governance structure for the implementation and oversight for the WIA. The North Carolina Community College System (NCCCS), Workforce Initiatives Unit has been designated the state agency responsible for developing the Eligible Training Provider System. The North Carolina Employment Security Commission provides the technical support under contract with the NCCCS for the NC STARS web site and is also responsible for the collection of performance information from training providers through the North Carolina Common Follow-up System (CFS).

The NC STARS can be accessed at www.ncstars.org and contains information about many public and private training providers in the state, including the community college programs, as well as out of state. The Workforce Initiatives Unit is in the process of collecting performance information from training providers in order for the JobLink Career Center customers to make good, informed choices about their training.

Workforce Development Partnership Conference
The Workforce Initiatives Unit is an integral partner in the annual state-sponsored Workforce Development Partnership Conference. The Partnership Conference is the single largest state conference that focuses on workforce development, attracting over 800 individuals from across the state engaged in state and local workforce development activities.

As part of the annual conference highlights, the Governor's Awards for Excellence in Workforce Development are presented.

For the year 2002, the following recipients were announced:

Outstanding Employer	Outstanding Adult Participants	Outstanding Youth Participants
Great Smokies Holiday Inn Sunspree Resort Asheville, NC Nominated by Asheville-Buncombe Technical Community College	Sarah Louise Hill Farmville, NC Nominated by the Region Q Workforce Development Board Kelli A. Mills Asheboro, NC Nominated by the Regional Partnership Workforce Board	Dustin Patrick Perdue Greensboro, NC Nominated by Guilford Technical Community College April Wood Southern Pines, NC Nominated by Pinecrest High School Moore County Schools and the Pee Dee Workforce Development Board

Additionally, the George B. Autry Leadership Award for outstanding workforce development leadership in the state was presented to Dr. Stephanie Deese, Director of the Workforce Initiatives Unit, for her work in the workforce development community.

JobLink Career Center Chartering Process
The Workforce Initiatives Unit was integrally involved in the review and development of the JobLink Career Center Chartering Process, representing the community colleges at a series of public hearings, group meetings and discussions. As a result, the chartering process has been approved and ready for implementation by the local JobLink Career Centers.

Information Exchange for Community Colleges
The Workforce Initiatives Unit continues to provide timely information to the colleges in the form of a *Newsline* publication, which features articles of significance to the local colleges. *Newsline* issues that have been produced thus far include:

- Rapid Response...Dislocated Workers and the Role of Community Colleges, *Published September 2001*
- NC STARS...What is it??, *Published February 2002*
- The Commission on Workforce Development Update..Strategic Plan for Workforce Development, JobLink Career Center Chartering, Incumbent Worker Training Program, *Published September 2002*

The publication of the Workforce Development Newsline and other informational correspondence will continue to be a major focal point for the Workforce Initiatives Unit.

Resource to Community Colleges
The Workforce Initiatives Unit continues to serve as a resource to the colleges as it relates to local workforce development boards.

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Training Initiatives

Program Brief

Training Initiatives (TI) is a multi-disciplinary unit focused on identifying, creating or operating model, pilot or demonstration programs that show promise for full-scale replication or adoption. TI also field tests tools and products or processes. Projects are focused on the human capital of economic development. Staff members are job analysts who are cross-trained in the leading job profiling systems and work with human performance technologies or interventions. Previous work has also included consultations with businesses or associations on job design, career progressions, and formal and informal on the job and orientation programs. Training Initiatives has been involved with national skill standards projects and as a partner with the Manufacturing Extension Program. TI was registered to the ISO 9001 standard. Originally housed within the North Carolina Department of Labor, TI was transferred by the North Carolina General Assembly to the North Carolina Community College System effective November 1, 2001. In marking the transfer of the unit, TI was recognized for "A Decade of Impact and Innovation" in May of 2002.

A New Role for Training Initiatives

Citing their complementary functions, the General Assembly placed Training Initiatives into the Economic and Workforce Division of the North Carolina Community College System. The reorganization of the unit was ratified by the General Assembly effective April 1, 2002. In their new role, TI projects and staff are focused equally on the "development" and the "deployment" of projects and programs.

This initial year has been one of integration and orientation for TI to its new "home" within the Community College System. Staff continue to look for tools and products and processes but do so now with a new awareness of their applicability to the community college world. Likewise future models, pilots and demonstration programs sponsored by TI are being designed specifically as implementation for the colleges. Staff credentials and training are centered on those skills and abilities that can translate to providing more training options for local areas.

TI will continue their role in research and field-testing of new tools, products and processes and will provide leadership in the areas of job analysis, skill standards and performance

technologies and interventions for direct application into business settings. A brief description of the continued projects is provided.

Expert OJT
When transferred, TI was in active field tests of this proprietary system for creation of job aids and job design. Working directly with individual companies (and one manufacturing association), TI provided the initial training for company participants and then monitored and assisted with the implementation. Results from the project included reduced training times, standardization of process between shift workers, re-organization of training sequences and reductions in ergonomics incidents and significant positive impacts in attrition.

Task Analysis
Training Initiatives partnered with ACT, Inc. to develop a task analysis system for company or training personnel who were not certified or authorized job profilers. As task analysts, once trained, these staff members could provide the "pre work" needed for job profiles or create stand-alone task analyses. This enables staff to more precisely define job duties, identify core competencies among jobs, develop gap analysis and develop better training plans. The first field test of this training was in a sponsored training for all 30 staff of North Carolina's state Apprenticeship and Training Division. (*Note: North Carolina is a State Apprenticeship Council state and recognized by the US Department of Labor to operate its own apprenticeship and certified OJT programs directly.*)

Warehouse and Distribution Training and Skill Standards
Working with representatives from 11 companies, TI convened a working group to look at warehouse and distribution center training needs for entry level, incumbent workers and a career progression to include supervisory and planning personnel. The initial overview was completed and the companies have agreed to work through program year 2002-2003 to create the necessary profiles, skill standards and training.

Teacher Assistant Skill Standards
TI hosted a second meeting with representatives of the NC Department of Labor's Teacher Assistant Apprenticeship Program, the NC Association for Teacher Assistants and the National Skill Standards Board Early Childhood Assistant Skill Standards project. The results from this national series of focus groups will be merged into the national skill standards for teachers and teaching para-professionals.

Computer-Based Training For Industrial Maintenance
Following a multi-year involvement in training projects for the industrial maintenance sector, TI settled on a major plant as the location for a field test of a leading Computer-Based Training program for industrial maintenance staff. The system touts its ability to customize training and manage multiple training programs with its embedded learning management system. The field test proved successful and neighboring colleges will use these results to evaluate the feasibility of a consortium to host the training for other companies through either the FIT or occupational extension courses.

Field Testing of ACT endorsed Key Train system
ACT is one of the nation's leading organizations in the field of job profiling. The integrated system of job analysis and job candidate assessments (WorkKeys) forms the

basis for a targeted selection and development program. As a complement to the assessment system, ACT has also recognized two remediation tools for those seeking to increase their skill level development in the areas measured by ACT assessments. Of the two systems, TI chose to field test the "Key Train" system from Thinking Media. This program's computer-based and print media are recognized by ACT. TI field tested the program in a handful of venues with different clients and purposes to evaluate its efficacy and utility.

Job Profiling Projects
TI completed 18 separate profiles for NEIT and FIT client companies in this program year. In addition, 12 other profiles were completed as the basis for other TI activities or projects.

Ergonomics Self-Assessment for Office Staff

TI Raleigh-based staff completed assessments using a protocol developed by the NC Ergonomics Center as a baseline and field test for a proposed system of self-assessment to be used by general office personnel. If validated, the protocol will be made available free of charge through web-based and print media. The assessments focus on office furniture, computer monitor and keyboard placements and operation of other office equipment.

NACFAM's Coalition for Advanced Manufacturing
TI followed up work with the National Coalition for Advanced Manufacturing on the MSSC (Manufactured Skill Standards Coalition) and the development of "Smart Prosperity", a white paper outlining a proposed national agenda for productivity growth by serving as a sounding board for developing policies through NAM (National Association of Manufacturers) and NACFAM.

ACT Assessment Centers
TI was asked to assess the potential for success in the placement of full service ACT assessment centers within the North Carolina Community College System. Following meetings with System Office staff and representatives from the local colleges identified by ACT as "primary" site destinations, TI reviewed the associated course offerings in the distance learning library, previewed the linkages available through community sites and programs, and helped to facilitate conversations with ACT and the targeted locations. Of six primary locations identified by ACT, four have completed licensing agreements. ACT is to identify course and assessment options for other colleges during fiscal year 2002-2003.

NCCER and AGC Training and Development Program
Using the assessment methodologies approved by the National Center for Construction Education and Research and AGC's training staff, TI conducted job profiles for a company that developed a career progression from entry-level laborer through site superintendent. Unique also to this program was the development of related occupational extension courses that

were coordinated and given SACS approval as modules equivalent to curricula courses. This designation allowed the participating company and sponsoring community college to offer the courses as a pathway to an AA or AS degree as well as satisfactory completion of their career pathway.

Hosiery Technology Center
TI has had a decade long involvement with a variety of projects and activities with the Hosiery Technology Center at Catawba Valley Community College. TI participated in a variety of activities and worked with the Hosiery Association in its efforts to work regionally and do training for the entire industry through the center. This year staff worked with the first round of firms implementing lean manufacturing concepts into their operations. Job profiles conducted by TI was instrumental in the re-designing of jobs necessary to re-orient operations. TI also sponsored a delegation from CVCC and the Hosiery Center to the NC Japan Conference as a preliminary introduction to hosiery companies and the potential of exporting to Japan.

NSSB-State Skill Standards Workgroup
TI continues to work with the state skill standards working group of the National Skill Standards Board. The working group meets to develop priorities and a framework for the development or recognition of skill standards developed locally or statewide.

The Accounting Game
Hosted as a field trial or demonstration about "accelerated learning" principles, TI hosted "The Accounting Game" in a variety of settings for a number of different populations.

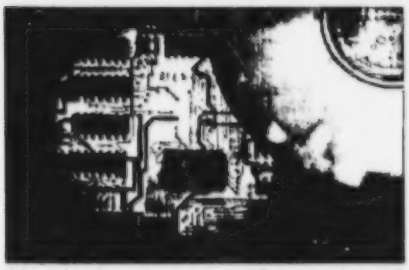
Yellow Perch Aquaculture
Initial investments in yellow perch aquaculture paid off this year for the state when the TI sponsored research on yellow perch was moved from the Tidewater research facility in Plymouth to the larger research facilities on campus and in research facilities near the main NCSU campus. Now sited at the NCSU research facilities, the original research has generated over $900,000 in additional research and production funds to bring this new species into full production.

Open Book Management
TI sponsored implementations of open book management training in three locations and sponsored delegations to study this system of "critical numbers" and shared financial data between company personnel. The principles of open book management are also being included in the pilot training being conducted with hosiery firms adopting lean manufacturing.

Dietary Manager's Association/Certified Dietary Manager Credential
TI worked with the national Dietary Manager's Association in the creation of their first national standardized training courseware and sponsored the introduction of this preparatory program into six community college settings over the past six years. This year TI met with representatives of DMA to discuss the modularization of this program and the potential for creating an on-line version that could be licensed to the North Carolina System. Candidates who prepare through North Carolina's programs pass the national credentialing exam at higher rates than the national average. As DMA

moves to create a modularized approach they will also adopt an "experiential" route to becoming credentialed. This new route to certification will have implications for colleges who may want to sponsor refresher or credential preparation programs for individuals who already possess significant dietary management experience.

National Information/Communication Technology Skill Standards



TI participated in the formation of the national voluntary partnership that will govern the development of national skill standards for the information and communication technologies. This partnership includes six major trade and professional associations and the focus groups around the nation will result in skill standards and significant content for the concentrations recognized by the partnership. TI will sponsor North Carolina specific sessions for each of the concentrations.

Waste Water Analysis Tool

Created originally by the Hosiery Association, TI sponsored previews of this tool to showcase how technology can manage a specific body of complicated, technical information and be accessed by technicians trained to use the system as an adjunct to pre-treatment of industrial waste water effluent.

Veteran's Transition and Certification Project

TI participated in the second annual transition and certification conference focused on military veterans and their dependents transitioning from active duty.

High School Apprenticeship Pilot

As a pilot project, TI shared the funding of a dedicated position with the Department of Public Instruction. This position focused on linking school systems with employers and high school apprenticeships. During this program year North Carolina had more than 700 students who were enrolled in a high school program and in a registered apprenticeship program.

ISO registration maintenance/Departmental Internal Audits

While still at the Department of Labor, through November 2001, TI provided internal auditors, lead auditors and lead assessment staff in support of the department's maintenance of the ISO registration received in spring of 2000.

New Projects and Programs with NCCCS - 2001-2002

Job Profiles for NEIT/FIT project-

TI has worked in each of the economic development regions to provide profiles or technical assistance on profiling projects and is creating an updated data base of authorized profilers for use by all college NEIT/FIT staff.

Negotiation on Teacher Assistant "Test Plus" options
Working through Occupational Extension and the Department of Public Instruction, TI has identified options for colleges working to credential teacher assistants through the "test plus" option. Some of these options include discounted fees for assessment tools, options for processing assessment instruments, locating remediation tools for those needing to upgrade skills and acceptance of previously acquired community college coursework to meet the additional requirements. TI will also provide the staff to validate the teacher assistant profile scores for the Department of Public Instruction.

National Center on Education and the Economy
Throughout the program year TI has met with the High Stakes States Consortium on issues related to education and the economy. Focused on publicly funded programs the group takes a look at examples of best practices and works to evolve consensus on operational aspects of national programs.

Negotiations with ReferenceUSA for InfoUSA at colleges
TI has negotiated licensing for the InfoUSA data bases for use by local colleges. These licenses provide access to databases for 12 million businesses nationwide and for databases for residential, health care and Canadian businesses.

VWIP- Veteran's Workforce Investment Program
TI worked with representatives to put forth an application for the Veteran's Workforce Investment Program. Funded as part of the Workforce Investment Act, the VWIP is a national demonstration program.

Customer Service
During the year staff identified customer service initiatives being developed by the information and communication sector, the national retail federation and allied health care.

Hospice and Palliative Care
TI surveyed the attendees of a national nursing conference on behalf of the effort to credential end of life care-givers. The proposed credential will initially cover medical nursing staff members but is projected to include allied health, hospice volunteers and care-givers as well. Staff have worked with the national committee members conducting the research and identifying training needs.

Technical Assistance
Technical Assistance (TA) is defined as any activity requiring eight hours or less of time, which includes technical implementation questions, online or library research. During 2001-02, TI staff completed more than 800 hours for TA.

Client Profiles

Mountaire Farms
Three overriding issues faced the training staff at Mountaire Farms: operating a food processing plant there were increasing concerns about abating ergonomic incidents; improving the industrial maintenance program; and cutting the attrition rate of new hires. TI used a combination approach and job profiles to provide baselines for training and hiring guidelines. Using the TPC computer-based training modules, staff installed and oversaw the implementation of an enterprise-wide industrial maintenance program, which allowed for a customization of training topics and formats and provided a Learning Management System that served as a host for other training projects as well. Training staff in the Expert OJT system provided job aides that were published in user-friendly media and installed a system of new hire/trainee rotation that significantly reduced the number of ergonomic incidents, provided faster training times and cut attrition dramatically.

Norrell/Spherion and Cooper Busman
Cooper Busman used the staffing services of a temporary agency to "preview" potential permanent employees through the use of temporary placements. In an effort to maintain the quality of their workforce Cooper Busman required all permanent hires to hold a high school diploma or GED prior to hiring. Attrition, however, continued to be an issue. Through a consultative approach, TI profiled the entry jobs and identified appropriate selection criteria and assessment scores for these jobs. In addition, TI installed the computer-based remediation system, Key Train, in the offices of the temporary staffing agency. Even applicants with high school diplomas and/or GED certificates were encouraged or required to take the assessments and it was subsequently learned that satisfactory performance on the assessments, without regard to formal credentials, was more indicative of success on the job. Applicants scoring below the recommended levels were given opportunities to continue working with the computer-based program. This new system resulted in the qualification of more individuals as well as better retention rates for the corporate client. The implications for college learning labs, pre-employment activities, and incumbent worker training were noted.

JS Clark Construction Company
This North Carolina-based construction company wanted to provide for an internal career ladder that would both insure upward mobility, promote the stability and quality of key staff positions throughout the company and promote the idea of "life long" learning in an industry more noted for strong arms and backs. JS Clark of Mt. Airy proved to be the visionary catalyst in this program and recruited the AGC, TI staff, and the staff of Surry Community College to create this program. TI profiled every job in the career ladder and was able to help identify core competencies, overlaps in skills and knowledge needed, as well as to identify the unique position specific duties that required specialized training or development. The resulting program was formalized as a registered Apprenticeship program with the NC Department of Labor. Using the assessment strategies of the National Center for Construction Education and Research, the program was able to satisfy SACS requirements under the "competent person" exception to allow modularized occupational extension training courses to be included in credits towards a formal AA or AS degree. The program was opened to other companies and, to date, includes more than 10 additional companies and their personnel.

Economic & Workforce Development Operations

- Support customized training
- Support regional customized workforce development
- Support innovative and flexible programs
- Support workforce training

Economic & Workforce Development Objectives

- Maintain or increase the number of educational and training programs necessary to meet the workforce needs of each region and college service area.
- Maintain or increase educational and training opportunities that meet the needs of diverse and underserved populations.
- Maintain or improve the number of innovative and flexible programs and services that meet the needs of the workforce and the economy.
- Maintain or increase support to educational and training programs necessary to meet workforce needs through the community college Human Resources Development (HRD) program.
- Maintain or increase support to educational and training programs necessary to meet workforce needs through new and expanding industries.
- Maintain or increase support to educational and training programs necessary to meet workforce needs through occupational extension.
- Maintain or increase the support to educational and training programs necessary to meet workforce needs through small business centers.

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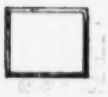

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